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ABSTRACT

The prevention and resolution of student behavior problems were the goals of the Positive Alternatives to Student Suspensions (PASS) Program involving schools in Pinellas County, Florida. Workshops for staff and administrators aimed toward creating a humanized caring school. Classroom activities attempted to create situations in which students and teachers could get to know and appreciate each other. Programs for students run by a psychologist and social worker aimed at self-exploration and personal growth. Encounter groups for personnel stressed self-exploration and facilitation of positive interactions through values clarification, transactional analysis, and other applied behavioral science techniques. Parent training groups fostered open communication, sharing of concerns, problem-solving, and values clarification using techniques from parent effectiveness training, behavior modification, and transactional analysis. A "time-out room" provided a place where students could talk out personal problems before the problems became discipline problems. A "Student's School Survival Course" allowed students to receive positive feedback from teachers and other students. A "Student's Home Survival Course" used reality therapy, transactional analysis, and rational behavior therapy to help students explore positive alternatives for resolving problems at home. During the two years in which the program operated, the PASS schools had significantly fewer student suspensions than did control schools. (Author/JM)

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# POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS: AN OVERVIEW

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# POSITIVE ALTERNATIVES TO STUDENT SUSPENIONS: AN OVEKVIEW

## General Goals

The purpose of the Positive Alternatives to Student Suspensions (PASS) Program is to provide a sequence of intervention strategies designed to prevent and/or minimize the frequency of non-productive social behavioral acts of secondary school students in participating schools.

## Background

The Pupil Services Demonstration Project, funded under Title III of ESEA, was established to explore alternative approaches for meeting selected critical learner needs of students in Pinellas County. Available evidence in 1972 indicated that a critical need existed in the area of student behavior problems which were precipitating an increasing number of student suspenions. Visibility of the problem was highlighted by a 200% increase in suspensions over the four year period from 1968-69 to 1971-72.

It is difficult to establish the educational and social loss to the students who are suspended from school; however, it is known that some of the most costly consequences of student suspensions are the increased possibility that suspended students may leave school before successfully completing requirements for graduation or may become involved in illegal or immoral behavior.

## Need

The staff of the Pupil Services Demonstration Project have defined the problem of unacceptable student behavior resulting in student suspensions in terms of the need to help students acquire the kinds of social attitudes, values and skills which in turn will result in productive social behavior. The strategy selected to satisfy this need has been to develop a program which implements positive approaches for preventing and resolving student behavior problems.

## Objective

The objective upon which the PASS Program was evaluated from 1972-74 follows:

By April of 1974, students in Positive Alternatives to Student Suspensions schools will exhibit significantly fewer suspensions, proportionally, than will students in comparable control schools. Criterion will be a statistically significant ($p < .05$) difference in the number of students suspended, with the PASS schools having the fewest suspensions. Also, by April of 1974, students in PASS schools will exhibit significantly fewer suspensions, proportionally, during the two years of the PASS program (1972-73, 1973-74) than students in target schools experienced during the base year 1971-72. Criterion will be a statistically significant ($p < .05$) difference in the number of students suspended.

## Program Design

Although the initial focus of the PASS program was placed upon developing an alternative for students experiencing a crisis, solution strategies have evolved for both preventive/developmental as well as crisis/remedial interventions. Some of the preventive/developmental activities include "Staff

Development for a Humanistic School", "Humanistic Activities in the Regular Classroom", "Basic Encounter for Students", "Basic Encounter for School Personnel" and "Parent Training Groups". The crisis/remedial components include "The Time-Out Room", "A School Survival Course" and "A Home Survival Course". Leadership for implementing these solution strategies is provided by school psychologists, social workers, counselors and time-out room personnel. PASS personnel maintain close working relationships with the administrators for discipline in each school. A brief introduction to the PASS strategies follow.

1. Staff Development for a Humanistic School

The student population in Pinellas County has increased to the extent that most high schools are on double sessions. Also, the explosion of knowledge has placed pressure to significantly expand academic programs. While most system variables have reached new magnitudes, the sense of purpose, feelings of personal worth and opportunities for personal growth experienced by school personnel and students have lagged behind. Many school employees have become strangers to their co-workers and students. For these staff members, school has become an unhappy place.

Personnel evolve more effective communication systems through participating in non-threatening activities which emphasize positive verbal expressions. These programs are either scheduled as one day workshops or as seminars which continue throughout the school year. Participation is open to all school personnel with the rationale that the cooperation of each staff member is necessary to effectively humanize the school setting. Administrators, teachers, counselors, secretaries, custodians, paraprofessionals, and lunchroom personnel, who experience mutual respect and collaborative involvement, can create a humanized, caring school that meets the needs of today's youth.

2. Humanistic Activities in the Regular Classroom

Many teachers have not been provided experiential learning opportunities which focus upon creating environmental situations through which teachers and students get to know and to appreciate each other. Thus, classrooms can be lonely, threatening places for many students. Some students frequently go from day to day without having any personally satisfying experiences with either other students or teachers.

PASS has designed a twelve week program that helps create a positive environment where students develop a feeling of belonging. One hour each week is set aside for activities that encourage openness, sharing, social awareness and personal growth.

The PASS psychologist and/or social worker frequently initiate these programs in target schools. Also, teachers participating in either the Staff Development for a Humanistic School or Basic Encounter for School Personnel programs are becoming experienced in conducting these activities. PASS personnel have developed a descriptive outline of recommended activities which is available upon request.

3. Basic Encounter for Secondary School Students

A student's high school years may provide the last opportunity to experience participation in a guided group - interaction program with a positive, personal growth orientation. PASS has developed a program to help students explore answers to such questions as: "Who am I?", "Where am I going?", "How do I effect others?" and "How can I become a more effective human being?"

The program runs twelve weeks and meets once a week. Each session lasts two hours and can be held either during or after school. Developmental group counseling and other applied behavioral science techniques are used. One person talks at a time, everybody listens, and no put-downs are rules to help establish effective levels of communication and to maintain a positive emotional climate.

Students are introduced to the program through classroom visits by the PASS psychologist and social worker. Although participation is voluntary, some students have been encouraged to participate by administrators, deans, counselors, teachers, parents, other students and community agency personnel.

4. Basic Encounter for School Personnel

The Basic Encounter for School Personnel program began at the request of teachers and administrators who expressed a desire to participate in a guided group-interaction program similar to the Basic Encounter Program for Students. They indicated an interest in exploring their attitudes and perceptions about "Who they were", "Where they were going", and "How they could interact more effectively with colleagues and youth". Small group basic encounter activities have provided school personnel with opportunities for exploring these and other topics in personally meaningful ways.

Participants meet once a week for twelve weeks. Each session lasts two hours and is held after school. Values Clarification, Transactional Analysis, and other applied behavioral science techniques and principles are used to provide each participant the opportunity to serve as a unique resource of his own perceptions. The sessions are designed to facilitate positive interaction with an emphasis upon promoting mutual respect and caring. Teachers and administrators also acquire knowledge of strategies for use in their own classrooms and offices to develop a facilitative atmosphere which helps students become more accepting of themselves and others.

5. Parent Training Groups

Most parents desire a good relationship with their children and some achieve it. However, even under the best of circumstances, there are times when parents need help in coping with their own children and other youth. PASS has developed a program that fosters open communication, a sharing of concerns, problem solving and an opportunity for parents to re-evaluate their own system of values.

The program utilizes the techniques and principles of Parent Effectiveness Training, Behavior Modification, Transactional Analysis

and Values Clarification. The program runs six sessions and each meeting lasts about two hours. Sessions are usually scheduled in the evening so both parents can attend. A special effort is made to include the parents of youth participating in the Student's Home Survival Course. Parents are made aware of the program through the P.T.A., school newspaper, mail-outs and word-of-mouth.

6. The Time-Out Room

Many school behavioral problems can be eliminated by effectively intervening before punishment becomes necessary. Some students get into difficulties because schools have not provided them with processes for coping with emotional pressures. These pressures can continue to build until inappropriate behavior occurs which leads to punitive responses from administrative personnel. Because punishment may be ineffective and even detrimental, other options have been explored by the Positive Alternatives to Student Suspensions (PASS) Program. One of the sequential intervention strategies implemented by the PASS Program is the Time-Out Room (TOR). In the TOR, students have a chance to talk out problems with a "facilitative listener". The "listener" helps students forecast consequences, explore alternatives, make decisions, and develop specific plans which frequently lead to more productive behavior in the students' regular classes. Students can either request this service, or they can be sent by school personnel. Deans, teachers and counselors are encouraged to be alert to potential problems experienced by students in order that early intervention in the TOR may prevent or minimize the seriousness of the potential problems.

Although not intended as a punishment room, the TOR provides an alternative educational environment for temporary placement when appropriate. The length of stay in the room is determined by the individual circumstances of each case. However, prolonged isolation and segregation from the mainstream is detrimental. Therefore, an emphasis is placed upon returning students to their regular classes as quickly as they can develop a plan to resolve their difficulties. Administrators, counselors, and teachers are informed of the progress of students while in the TOR.

7. A Student's School Survival Course

The "School Survival Course" is designed for students who have experienced frequent behavioral problems at school. School can be an unhappy place for students who experience feelings of frustration and inadequacy. These students with negative self perceptions come to the attention of educators when they either become active behavior problems, or withdraw into themselves. Students adopting either response pattern frequently drop-out of school psychologically and eventually drop-out statistically. These non-productive behavior patterns are learned responses that can be changed through positive learning experiences.

PASS has developed a twelve week program to teach students that it is possible to survive in school and to receive positive feed-back from teachers and other students. The program requires a skilled leader and a time committment of one hour weekly for each group. Students participating in this program have experienced a decrease in teacher referrals for misbehavior and a decrease in suspensions from school.

8. A Student's Home Survival Course

This course evolved as a spin-off of the Student's School Survival Course because many students who experience problems at school also have difficulties in their relationships at home.

The course uses the techniques and principles of Reality Therapy, Transactional Analysis and Rational Behavior Therapy. The course is twelve weeks long and is offered in the school during or after school can be presented individually or in small groups.

The approach is positive. The student is helped to become aware of his own strengths and the degree to which he can control his own destiny. Specifically, students are assisted in exploring positive alternatives for resolving problems which they experience at home. Although the course can be beneficial without parental awareness, it is more effective when parents participate in a parent training group or receive counseling from PASS personnel.

Evidence of Effectiveness

The success/effectiveness of the PASS component has been documented by quantitative statistical procedures implemented in evaluating the objective on page 1. The design involved a survey of the three PASS schools and three comparison schools (selected by geographical proximity to PASS schools) to determine if the proportion of suspensions between PASS and non-PASS schools were statistically significantly different. The survey was based on school system records of reported suspensions. A binomial test for differences in proportionality was applied to test for statistical significance of observed differences in proportions of suspensions.

The findings presented in Tables 1 and 2 demonstrate that PASS schools had significantly fewer suspensions than their comparison schools during both years in which the PASS program has been operating. In the target high school a statistically significant reduction in suspensions occurred when comparing either the 1972-73 results or the 1973-74 results with the base year 1971-72. This data obtains additional significance when observing that the comparison high schools reported gains in suspensions for both 1972-73 and 1973-74 when compared to the baseyear of 1971-72.

An increase in suspensions for the combined target junior high schools was reported for 1972-73 when compared with the base year 1971-72. However, this increase was significantly less than the increase occurring in the comparison junior high schools. In addition, a statistically significant reduction in suspensions was reported for the target junior high schools for 1973-74 when compared to the base year 1971-72.

Table 1 - Suspension Data for Pinellas County 1971-73

| Group | Year | Enrollment | Number of Suspensions | Proportion of Suspensions Per 100 Students | Proportionality Change (z-scores) From 71-72 to 72-73 |
|---|---|---|---|---|---|
| Target High School | 71-72 | 2,301 | 662 | 28.77 | -6.07** |
| | 72-73 | 1,945 | 402 | 20.67 | |
| Comparison High Schools | 71-72 | 2,945 | 1,766 | 59.97 | +0.83 n.s. |
| | 72-73 | 2,821 | 1,722 | 61.04 | |
| Target Jr. High Schools | 71-72 | 2,186 | 778 | 35.59 | .354 n.s. |
| | 72-73 | 2,297 | 855 | 37.22 | |
| Comparison Jr. High Schools | 71-72 | 1,647 | 597 | 36.25 | +9.29** |
| | 72-73 | 1,869 | 969 | 51.85 | |
| Total System Secondary Schools | 71-72 | 41,129 | 11,050 | 26.87 | +7.02** |
| | 72-73 | 41,779 | 12,140 | 29.08 | |

* = $p < .05$
** = $p < .01$

n.s. = not significant in predicted director

Table 2 - Suspension Data for Pinellas County 1971-72 and 1973-74.[1]

| Group | Year | Enrollment | Number of Suspensions | Proportion of Suspensions Per 100 Students | Proportionality Change (z-scores) From 71-72 to 73-74 |
|---|---|---|---|---|---|
| Target High School | 71-72 | 2,301 | 662 | 28.77 | -5.65** |
| | 73-74 | 2.521 | 547.2[1] | 21.70 | |
| Comparison High Schools (2) | 71-72 | 2,945 | 1,766 | 59.95 | +2.69** |
| | 73-74 | 4,452 | 2,808 | 63.07 | |
| Target Jr. High Schools | 71-72 | 2,186 | 778 | 35.59 | -6.08** |
| | 73-74 | 1,841 | 490.8 | 26.66 | |
| Comparison Jr. High Schools[2] | 71-72 | 1,647 | 597 | 36.25 | +2.31** |
| | 73-74 | 989 | 367.2 | 40.89 | |

* = $p < .05$
** = $p < .01$
n.s. = not significant in predicted direction

[1]Data for 1973-74 has been adjusted by multiplying intermediate total (April, 1974) by 1.2 for end of year prediction.

[2]One of the comparison junior high schools was closed for the 1973-74 school year.

Conclusions:

Examination of the suspension data for secondary schools from September, 1971, to June, 1974, indicates that the schools participatings in the ESEA Title III Pupil Services P.A.S.S. program have experienced a decline in suspensions. This reduction in suspensions is taken as evidence that the use of positive alternatives for preventing and resolving student behavior problems has assisted target school students develop values and attitudes which lead to more productive behavior.

Follow-Up Results:

As a result of the success/effectiveness of the P.A.S.S. program in pilot schools, it has been expanded to all 12 high schools in the district. During the school years from 1972-73 to 1975-76, student suspensions in Pinellas County have significantly declined while suspensions in many other districts have increased. The records reveal that suspensions have decreased from a high of 12,140 suspensions for 1972-73, which brought recognition to Pinellas County as one of the top fifteen districts in the nation in number of suspensions, to 9,101 suspensions in 1973-74, 7,046 in 1974-75 and a level of 5,754 for 1975-76. Currently, the records for the first semester of the 1976-77 school year report 1,880 suspensions which represents a 33% reduction from the first semester of the 1975-76 school year.

Although other factors may have contributed to this decrease in student suspensions, the expansion of the Time Out Room (TOR) program along with other Positive Alternatives to Student Suspensions (PASS) strategies have had significant impact.

Staff Competencies and Experiences:

The psychologists, social workers and counselors need to have been professionally prepared in the applied behavioral sciences and awarded a masters degree in their respective fields from an accredited graduate school program. They need to have experienced workshops in Human Relations Laboratory Training, Reality Therapy, Values Clarification, Effectiveness Training Skills and Transactional Analysis. They must be proficient in planning and implementing staff development programs as well as providing direct services for students. They must be skilled group leaders able to successfully conduct humanistic activities, survival courses and encounter groups. In addition to implementing most of the sequence of preventive/developmental and crisis/remedial strategies previously discussed, these professionals also provide training and consultation for the Time-Out-Room workers.

The Time-Out-Room worker should have a minimum of a bachelor's degree in one of the applied behavioral sciences with either related experience or recent training in establishing helping relationships with youth. The Time-Out-Room worker is the facilitative listener assigned full time to the Time-Out-Room to help students forecast consequences, explore alternatives, make decisions and develop specific plans which frequently lead to more productive behavior in the students' regular classes.

A team approach and close working relations need to be established among itinerant psychologists and social workers and school based teachers, TOR workers, counselors, deans and administrators. Rather than working only with problem students, the PASS program attempts to facilitate the development of a humanistic and cooperative climate throughout the school.

Cost Information:

The PASS Program was developed and field tested with ESEA Title III funds; it has been expanded and continued with state and local funds along with support from ESEA Title IV B funds which are available for counseling and guidance programs. Program adopters/adapters have used ESEA Title IV C funds, ESAA funds, CETA funds and LEAA funds in addition to their state and local funds.

Since use of additional equipment and materials is minimal, per learner start-up costs for a 3-year program would be approximately $0.40. Operational costs include the salaries of a school psychologist and a social worker for each five schools and a Time-Out-Room worker for each school. These per learner monthly operational costs will vary from $1.20 to $2.00 depending on whether or not a paraprofessional is used in Time-Out Rooms.

SURVIVAL COURSE OUTLINE

The School Survival Course is a group counseling and psychological education program that is conducted for a 12 week period. This program takes a positive approach which avoids personally destructive confrontations. Since the course is goal directed and focuses upon specific target behaviors, progress can be easily measured by both the students and their group leader.

I. Session One
   A. Discuss why students are here and what they can expect.
   B. Discuss a variety of routines and cycles in which students may find themselves trapped.
   C. Set the ground "rules".
   D. Communicate positive expectations that the students will benefit from the group process and from the experiential learning activities.
   E. Assignment: Students are encouraged to take materials to regular classes and try to do assigned work.

II. Session Two
   A. Have students discuss the "best thing that happened to me in school this past week".
   B. Review ground "rules".
   C. Explain "scripting".
   D. Have students explore the following:
      1. What script is yours?
      2. What is your school script?
      3. What is your family script?
      4. What is your money script?

III. Session Three
   A. In all subsequent sessions have students discuss "the best thing... at school this past week".
   B. Review "rules" and "scripting".
   C. Describe the three "ego states", Adult-Parent-Child, as presented in Transactional Analysis.
   D. Provide examples of the "ego states".
   E. Have students volunteer other examples from personal experiences.
   F. Assignment: Have students keep a chart to record appropriate behavior in a classroom, both for themselves and their teacher.

I Session Four
   A. Discuss "the best thing".
   B. Discuss students' charts tallying appropriate classroom behavior.
   C. Review "rules", "scripting" and "ego states".
   D. Discuss games students play.
      1. "Ain't it awful".
      2. "Stupid".
      3. "Martyr".
      4. "Uproar".
   E. Assignment
      1. Ask students to say "hello" and "goodbye" to each teacher.
      2. Ask students to use the teachers' names.
      3. List the number of times completed and note how the teacher responds.
         (Role play this assignment.)

V. Session Five
   A. Discuss progress on assignment of saying "hello" and "goodbye" to teachers.
   B. Discuss the "best thing".
   C. Review "rules", "scripting", "ego states" and "games".
   D. Discuss T.A. concepts of "stamp collecting" emphasizing "red", "blue" and "gold" stamps and consequences of each.
   E. Assignment
      1. Continue saying "hello" and "goodbye" to teachers.
      2. Make an effort to compliment your teacher (discuss and role play).

VI. Session Six
   A. Discuss progress on assignment of complimenting teachers.
   B. Discuss the"best thing".
   C. Review "rules", "scripting", "ego states", "games" and "stamps".
   D. Assignment
      1. Continue saying "hello" and "goodbye".
      2. Continue complimenting your teachers.
      3. Offer to help each teacher at least once.

VII. Session Seven
   A. Discuss progress on assignment of offering to help each teacher.
   B. Sharing among students giving examples of "ego states", "games", or "stamps" experienced that week.
   C. Assignment
      1. Continue saying "hello" and "goodbye".
      2. Continue giving appropriate compliments and offering to help the teacher.
      3. Have students ask teachers for assistance in completing tasks for which they need only reassurance that they are on the right track. (Discuss and role play.)

VIII. Session Eight
   A. Discuss progress on assignment of asking for help from a teacher.
   B. Sharing among students with an emphasis on positive experiences related to assignments.
   C. Review "ego states", "games", and "stamps" with an emphasis upon reducing the frequency of non-productive interactions.
   D. Assignment
      1. Continue with "hello and goodbye", compliments, helping and asking for help.
      2. Have students volunteer for a class assignment or a project in at least one class.

IX. Session Nine
   A. Progress check on the assignment to volunteer for something in at least one class.
   B. Sharing with an emphasis upon a positive experience related to an assignment.
   C. Assignment
      1. Continue with "hello and goodbye", compliments, helping, asking for help and volunteering.
      2. Share with each teacher a positive behavioral change which you have experienced within that teacher's class.

# PASS

**P**ositive
**A**lternatives to
**S**tudent
**S**uspensions

THE NEED FOR THIS VIDEO TAPE: Provides a HOW TO become a more effective counselor with larger numbers of students, and HOW TO involve teachers in humanistic activities.

FILM PURPOSE: Video tape provides discussions with counselors, teachers, administrators, school pyschologists and social workers who have used the P A S S strategies for several years. It also includes excerpts from actual techniques and activities used by the P A S S PROGRAM.

AUDIENCE: Designed to be used by counselors and other professional personnel to provide an overview of the program, and the counselor's relationship to the program.

FORMAT: Informal discussions with counselors, administrators, teachers, an the P A S S TEAM MEMBERS with specific references to operating procedures, activities with teachers, and demonstration with students. Specific reference will be provided on how to institute a P A S S PROGRAM in the viewers locale.

TECHNICAL DATA: For play back on any standardized EIAJ video deck. The tape is in color, but may be played on black and white equipment, on ½ inch tape, 7 inch reel.

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## HUMANISTIC ACTIVITIES IN THE REGULAR CLASSROOM

Many teachers have not been provided experiential learning opportunities which focus upon creating environmental situations through which teachers and students get to know and to appreciate each other. Thus, classrooms can be lonely, threatening places for many students. Some students frequently go from day to day without having any personally satisfying experiences with either other students or teachers.

PASS has designed a twelve week program that helps create a positive environment where students develop a feeling of belonging. One hour each week is set aside for activities that encourage openness, sharing, social awareness and personal growth.

The PASS psychologist and/or social worker frequently initiate these programs in target schools. Also, teachers participating in either the Staff Development for a Humanistic School or Basic Encounter for School Personnel programs are becoming experienced in conducting these activities. PASS personnel have developed a descriptive outline of recommended activities which is available upon request.

A Sample Twelve Week Program

1. General explanation of the program to the class. Milling. Non-verbal greeting. Picking partners. Sharing.
2. Name tag. Picking partners. Sharing of name tags.
3. Personal coat of arms. Sharing
4. Twenty things I like to do.
5. Who are you? Triads.
6. My apple.
7. Fantasy trip: Stump - river - cabin - bird.
8. Three Shapes/Magic Box.
9. Value Voting/Closest to Death.
10. Last survivors.
11. Trust walk. Sharing.
12. The things I like about you most _____.

Three Shapes/Magic Box

These two activities are exercises in imagination and creativity.

Students group themselves into circles of five to seven people. The instructor tells them they will be working with three geometric shapes, one at a time. The shapes are imaginary and can be made smaller, larger, or multiplied, but cannot be significantly altered. The shapes are presented in the following order: circle, square, triangle.

An imaginary circle is placed in the middle of each group. The first person who has an idea of how to make it into something identifiable, reaches into the center, takes out the circle and proceeds non-verbally, but with significant hand motions and actions to shape it. The rest of the group tries to guess what it is. As soon as this has been accomplished, the circle is put back into the center and another person has a chance. The instructor can give some help by demonstrating that a circle can be squeezed smaller to make a ring, stretched larger to make a hula-hoop, or rounded to make a ball.

Students catch on quickly and are often unusually creative. The circle is worked with until the instructor feels the students have accomplished as much as they can. Then the square is introduced and last the triangle. The same procedure is used with each shape. Each shape usually takes ten to fifteen minutes.

The instructor tells each group that they have a Magic Box in the center of their group. This box contains many wonderful gifts that can be real or conceptual. Each student is asked to reach into the box, select a gift, hold it up and describe what it is, who it is for and why they are giving it. Some examples are, "What gift would you give to your parents, to your family, to your school, to your country, to yourself, etc."?

John C. Kackley, Psychologist
PASS Project
ESEA Title IV-C
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# PASS

VALIDATED FOR NATIONAL DISSEMINATION
ESEA TITLE III / IV C

## POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS

The purpose of the PASS program is to provide intervention strategies designed to prevent or minimize non-productive social behavior of secondary students.

"Staff Development for a Humanistic School" and "Humanistic Activities in the Regular Classroom" help students and teachers get to know and appreciate each other. The "Time-Out Room" provides a temporary educational environment which helps students examine and evaluate their behavior and develop plans for behaving more productively. "A Student's School Survival Course" and "Home Survival Course" help students with problems interact more effectively within their school and home environments.

During the school years from 1972-73 to 1975-76, student suspensions in Pinellas County have significantly declined while suspensions in many other districts have increased. The records reveal that suspensions have decreased from a high of 12,140 suspensions for 1972-73, which brought recognition to Pinellas County as one of the top fifteen districts in the nation in number of suspensions, to 9,101 suspensions in 1973-74, 7,046 in 1974-75 and a current level of 5,754 for 1975-76.

To receive more information or to arrange a visit contact either:

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or
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P.P.S. Demonstration Project

## STAFF DEVELOPMENT FOR A HUMANISTIC SCHOOL

The student population in Pinellas County has increased to the extent that most high schools are on double sessions. Also, the explosion of knowledge has placed pressure to significantly expand academic programs. While most system variables have reached new magnitudes, the sense of purpose, feelings of personal worth and opportunities for personal growth experienced by school personnel and students have lagged behind. Many school employees have become strangers to their co-workers and students. For these staff members, school has become an unhappy place.

"How can I experience more pleasure from my work?" "How can I be more effective in my job?" "How can students be helped to adopt values which lead to productive social behavior?" PASS has developed programs that help educational personnel explore constructive responses to these questions.

Personnel evolve more effective communication systems through participating in non-threatening activities which emphasize positive verbal expressions. These programs are either scheduled as one day workshops or as seminars which continue throughout the school year. Participation is open to all school personnel with the rationale that the cooperation of each staff member is necessary to effectively humanize the school setting. Administrators, teachers counselors, secretaries, custodians, paraprofessionals, and lunch-room personnel, who experience mutual respect and collaborative involvement, can create a humanized, caring school that meets the needs of today's youth.

## THE WHYS AND HOWS OF A STUDENT'S TIME-OUT ROOM

Many school behavioral problems can be eliminated by effectively intervening before punishment becomes necessary. Some students get into difficulties because schools have not provided them with processes for coping with emotional pressures. These pressures can continue to build until explosive behavior occurs which leads to punitive responses from administrative personnel. Because punishment may be ineffective and even detrimental, other options have been explored by the Positive Alternatives to Student Suspensions Program (PASS). One of the sequential intervention strategies implemented by the PASS program is the Time-Out Room (TOR). In the TOR, students have a chance to talk out problems with a "facilitative listener". The "listener" helps students forecast consequences, explore alternatives, and make decisions which frequently lead to more productive behavior. Students can either request this service, or they can be sent by school personnel.

Although not intended as a punishment room, the TOR is used for temporary placement when appropriate. The length of stay in the room is determined by the individual circumstances of each case. Administrators, counselors, and teachers are informed of the progress of students while in the TOR.

The Time-Out Room staffed by a Time-Out Room worker, who receives training and consultation from the PASS psychologist and social worker, has become an integral part of the regular school program. It is an educational alternative which has succeeded.

## THE TRAINING OF TIME-OUT ROOM PERSONNEL

Much of the success of the Time-Out Room (TOR) is determined by the person in charge. This person can be either a trained paraprofessional or a certified teacher. Rather than being either a militant child advocate or a person with an "adults know best" attitude, the Time-Out Room worker is a "facilitative listener". The TOR worker helps students explore positive alternatives to their problems in school, at home and in the community. He works cooperatively with administrators, counselors, teachers and parents to involve students in seeking solutions for their own problems.

TOR workers in the PASS program receive pre-service training and participate in additional workshops during the school year. Training experiences include opportunities to study Behavior Modification, Transactional Analysis, Values Clarification, Rational Behavioral Therapy, Teacher/Parent Effectiveness Training and Human Relations Development. TOR personnel are provided information about referral resources in the school and community. Also, TOR workers are required to learn the guidelines for student behavior adopted by the school district and bookkeeping procedures necessary for recording activities of the TOR. Persons responsible for the Time-Out Room have experienced success in preventing and resolving student behavior problems by applying effective communication skills and expressing a vital concern to help make the school a more positive environment for all who are there.

## A STUDENT'S SCHOOL SURVIVAL COURSE

School can be an unhappy place for students who experience feelings of frustration and inadequacy. These students with negative self perceptions come to the attention of educators when they either become active behavior problems, or withdraw into themselves. Students adopting either response pattern frequently drop-out of school psychologically and eventually drop-out statistically. These non-productive behavior patterns are learned responses that can be changed through positive learning experiences.

PASS has developed a twelve week program to teach students that it is possible to survive in school and to receive positive feed-back from teachers and other students. The program combines techniques of Behavior Modification, Values Clarification, Reality Therapy, and Transactional Analysis to develop student strengths and to help them acquire social skills which will enable them to cope more effectively in their daily interactions. The program requires a skilled leader and a time committment of one hour weekly during or after the regular school day. Students participating in this program throughout the past two years have experienced a decrease in teacher referrals for misbehavior and a decrease in suspensions from school.

## A STUDENT'S HOME SURVIVAL COURSE

This course evolved as a spin-off of the Student's School Survival Course because many students who experience problems at school also have difficulties in their relationships at home.

The course uses the techniques and principles of Reality Therapy, Transactional Analysis and Rational Behavior Therapy. The course is twelve weeks long and is offered in the school during or after school and can be presented individually or in small groups.

The approach is positive. The student is helped to become aware of his own strengths and the degree to which he can control his own destiny. Specifically, students are assisted in exploring positive alternatives for resolving problems which they experience at home. Although the course can be beneficial without parental awareness, it is more effective when parents participate in a parent training group or receive counseling from PASS personnel.

## BASIC ENCOUNTER FOR SCHOOL PERSONNEL

The Basic Encounter for School Personnel program began at the request of teachers and administrators who expressed a desire to participate in a guided group-interaction program similar to the Basic Encounter Program for Students. They indicated an interest in exploring their attitudes and perceptions about "Who they were", "Where they were going", and "How they could interact more effectively with colleagues and youth". Small group basic encounter activities have provided school personnel with opportunities for exploring these and other topics in personally meaningful ways.

Participants meet once a week for twelve weeks. Each session lasts two hours and is held after school. Values Clarification, Transactional Analysis, and other applied behavioral science techniques and principles are used to provide each participant the opportunity to serve as a unique resource of his own perceptions. The sessions are designed to facilitate positive interaction with an emphasis upon promoting mutual respect and caring. Teachers and administrators also acquire knowledge of strategies for use in their own classrooms and offices to develop a facilitative atmosphere which helps students become more accepting of themselves and others.

## BASIC ENCOUNTER FOR SECONDARY SCHOOL STUDENTS

A student's high school years may provide the last opportunity to experience participation in a guided group-interaction program with a positive, personal growth orientation. PASS has developed a program to help students explore answers to such questions as: "Who am I?", "Where am I going?", "How do I effect others?" and "How can I become a more effective human being?"

The program runs twelve weeks and meets once a week. Each session lasts two hours and can be held either during or after school. Developmental group counseling and other applied behavioral science techniques are used. One person talks at a time, everybody listens, and no put-downs are rules to help establish effective levels of communication and to maintain a positive emotional climate.

Students are introduced to the program through classroom visits by the PASS psychologist and social worker. Although participation is voluntary, some students have been encouraged to participate by administrators, deans, counselors, teachers, parents, other students and community agency personnel.

## HUMANISTIC ACTIVITIES IN THE REGULAR CLASSROOM

Many teachers have not been provided experiential learning opportunities which focus upon creating environmental situations through which teachers and students get to know and to appreciate each other. Thus, classrooms can be lonely, theratening places for many students. Some students frequently go from day to day without having any personally satisfying experiences with either other students or teachers.

PASS has designed a twelve week program that helps create a positive environment where students develop a feeling of belonging. One hour each week is set aside for activities that encourage openness, sharing, social awareness and personal growth.

The PASS psychologist and/or social worker frequently initiate these programs in target schools. Also, teachers participating in either the Staff Development for a Humanistic School or Basic Encounter for School Personnel programs are becoming experienced in conducting these activities. PASS personnel have developed a descriptive outline of recommended activities which is available upon request.

## PARENT TRAINING GROUPS

Most parents desire a good relationship with their children and some achieve it. However, even under the best of circumstances, there are times when parents need help in coping with their own children and other youth. PASS has developed a program that fosters open communication, a sharing of concerns, problem solving and an opportunity for parents to re-evaluate their own system of values.

The program utilizes the techniques and principles of Parent Effectiveness Training, Behavior Modification, Transactional Analysis and Values Clarification. The program runs six sessions and each meeting lasts about two hours. Sessions are usually scheduled in the evening so both parents can attend. A special effort is made to include the parents of youth participating in the Student's Home Survival Course. Parents are made aware of the program through the P.T.A., school newspaper, mail-outs and word-of-mouth.

School Board of Pinellas County, Florida
Dr. Gus Sakkis, Superintendent

Curriculum & Instruction, Division
Student Services Department

# POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS

John Kackley, Coordinating Psychologist

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An Innovation of the Pupil Personnel Services Demonstration Project

Reality Therapy - W. Glasser, M.D.
Outline of Basic Steps

1. "Involvement"
This is the first and most important step in reality therapy. The helper must become involved with students by being personal and friendly. Involvement entails respectful, constructive communication (dialogue) among teachers and students. Teachers can communicate respect and encourage involvement by actively listening to students and using their ideas.
2. "What are you doing?"
When problem behavior occurs, it is first necessary to identify this behavior. The helper (counselor, teacher, parent) asks the child to merely state what he is doing. Rather than taking a historical approach, the focus is upon recent or present behavior.
3. "Is it working?"
At this point the helper asks the student to make a value judgement about his behavior. Is this behavior helping him, the people around him, or anybody? Are there any rules related to this behavior? The helper may wish to objectively review the rules to ensure the student understands their meaning and purpose.
4. "Making a plan"
If a student is unsatisfied with his grades, relationships with his classmates, or the consequences of his behavior, he is asked to make a plan. In this step the helper and student explore specific behavioral strategies which may be included in a plan to help the student change his behavior and experience more success. A plan should be kept very simple. Rather than expecting one plan to transform the student, many plans, which build on the success of previous plans, should be anticipated.
5. "Commitment to follow the plan"
The plan must be modified until the student makes a commitment to try the plan. It is helpful to have the plan in writing, stating when, where and how the plan is to be initiated. Since the student participates in the development of the plan, decides what he wants to accomplish and determines what he is willing to do to reach his objective, commitment to the plan does not require coercion.
6. "Check Back"
When commitment is made to follow the plan, a time should be arranged for an evaluation of the success of the plan. "Is the plan being followed?" "Are things better?"
   a. If the plan appears to be succeeding, the helper should reinforce the child for following the plan. Success at this plan may lead to a new plan: "What are you going to do next to continue your success?"
   b. When the plan is not followed: Do not punish the child. Dr. glasser has studied the effects of punishment. Generally, he has concluded that punishment is ineffective because it does not teach the child how to be more successful as a student or as a person. If the plan is not followed, recycle; that is, go back to step one, start over, renew and strengthen the involvement. Then, proceed again through the steps.
7. "Don't give up"
Be persistent. Things may be very frustrating for you as the helper. It is important to request help and support from friends and associates rather than try to go it alone.

## AN OVERVIEW OF THE TIME-OUT ROOM

Many school behavioral problems can be eliminated by effectively intervening before punishment becomes necessary. Some students get into difficulties because schools have not provided them with processes for coping with emotional pressures. These pressures can continue to build until inappropriate behavior occurs which leads to punitive responses from administrative personnel. Because punishment may be ineffective and even detrimental, other options have been explored by the Positive Alternatives to Student Suspensions (PASS) Program. One of the sequential intervention strategies implemented by the PASS Program is the Time-Out Room (TOR). In the TOR, students have a chance to talk out problems with a "facilitative listener". The "listener" helps students forecast consequences, explore alternatives, make decisions, and develop specific plans which frequently lead to more productive behavior in the students' regular classes. Students can either request this service, or they can be sent by school personnel. Deans, teachers and counselors are encouraged to be alert to potential problems experienced by students in order that early intervention in the TOR may prevent or minimize the seriousness of the potential problems.

Although not intended as a punishment room, the TOR provides an alternative educational environment for temporary placement when appropriate. The length of stay in the room is determined by the individual circumstances of each case. However, prolonged isolation and segregation from the mainstream is detrimental. Therefore, an emphasis is placed upon returning students to their regular classes as quickly as they can develop a plan to resolve their difficulties. Administrators, counselors, and teachers are informed of the progress of students while in the TOR.

The Time-Out Room Program, staffed by Time-Out Room Resource Teachers, who receive training and consultation from pupil services personnel, has become an integral part of each high school. It is an educational alternative which has succeeded.

## THE TIME-OUT ROOM RESOURCE TEAHCER: POSITION DEFINITION AND DESCRIPTION

**POSITION TITLE:** Time Out Room Resource Teacher

**REPORTS TO:** Principal

**POSITION DEFINITION:** This is an instructional position with responsibility for supervision and instruction of students who are assigned to the Time-Out Room. This person has a specialized assignment as a staff member who helps to prevent and resolve student behavior problems. An emphasis is placed upon helping students develop a plan for modifying their behavior to enable them to return successfully into the regular classroom as quickly as possible.

**QUALIFICATIONS OF PERSONNEL:** Rather than being educational specialists with specific certification, Time-Out Room Resource personnel are college graduates with effective interpersonal skills who meet the following minimum requirements:

1. A Bachelor's Degree in one of the applied behavioral sciences with either related experience or recent training in establishing helping relationships with youth.

2. Successful participation in pre-school training and other planned staff development programs provided for T.O.R. Resource teachers.

**TYPICAL DUTIES:**

A. Operational Duties

To operate the Time-Out Room to which students are sent either by self-referral or by referral from school personnel; e.g., dean, teacher, counselor. The TOR will operate six periods every day. The TOR resource teacher will get time for lunch and for one break, during which a dean, counselor, paraprofessional or volunteer will be in the TOR. Daily and weekly duties will include:

1. Keeping current records of all students who report to the TOR (on a Daily Log Sheet).
2. Maintaining discipline in the TOR with consideration given to the unique purpose of that room.
3. Providing instructional assistance and encouragement to students to complete their daily tasks or assignments.
4. Consulting with deans and teachers to help determine the length of stay for students referred for more than one class period.
5. Interacting with students, individually and/or in groups, to assist them to accept responsibility for their behavior.
6. Preparing a bi-weekly report on students in the TOR.
7. Giving brief daily summaries to teachers.

B. Counseling Duties

1. Individual counseling for helping students modify unacceptable behavior with emphasis upon application of Glasser's steps of reality therapy.
2. Small group counseling to help students

   a. acquire skills to cope more effectively at home and at school
   b. explore specific problems which they experience
   c. apply transactional analysis techniques in understanding their behavior and the behavior of others

C. Working with teachers

1. Provide a short written and/or oral communication to teachers about the student's activities and expressed attitude while in the TOR.
2. Meet regularly with counselors and teachers to identify and refer students who appear to need assistance from other school professionals.
3. Obtain work from teachers for students in the TOR.
4. Use the TOR as a neutral ground for helping resolve teacher-student conflicts.
5. Clarify the purpose, goals, and policies of the TOR for teachers.

D. Team meetings

The Time-Out Room Resource Teacher is an integral member of the Pupil Services team that operates in each high school.

1. There should be regularly scheduled team meetings concerning students who have used TOR and who might need additional help from other personnel.
2. The team members will include:

   a. referring teachers
   b. psychologist
   c. social worker
   d. counselors
   e. deans
   f. time-out resource teacher
   g. vocational rehabilitation worker
   h. occupational specialist
   i. any other special services personnel

3. Team members will implement a comprehensive program of alternative strategies designed to prevent and minimize the frequency of inappropriate student behavior.
4. The team will communicate with principals, deans, and others connected with the program concerning progress, development and modifications of the TOR and other PASS strategies.

**TRAINING:**

The Time-Out Resource Teacher will attend and participate in all training scheduled during pre-school, post-school and on staff development days.

A. Pre-service training will be designed to:

1. Provide orientation to the philosophy and goals of the Time-Out Room.
2. Establish an esprit de corps and a commitment to the entire Positive Alternatives to Student Suspensions program.
3. Provide information on materials, resources and referral procedures.
4. Delineate specific procedures for operating the Time-Out Room.
5. Specify record keeping routines for appropriate follow-up and documentation.
6. Provide specific training in:

    a. developing communication skills in active listening and congruent sending
    b. principles of behavior modification
    c. application of reality therapy steps in the TOR
    d. value clarification strategies

B. Staff development training during the year will focus upon:

1. Using transactional analysis concepts with students.
2. Developing skills for winning the cooperation of unreceptive or critical personnel in the school.
3. Gaining information on specific school and community resource programs.
4. Conducting group sessions.
5. Applying "no lose" approaches in social problem solving.
6. Providing a forum for T.O.R. personnel to share experiences, resolve problematic areas, and coordinate the preparation of records and reports.

## SCHOOL LEVEL GUIDELINES FOR THE OPERATION OF A TIME-OUT ROOM

1. Each principal must recognize that the skills and competencies of the TOR resource teacher will largely determine the success of the TOR program in each school. Thus, extreme care in the selection of TOR personnel must be exercised.

2. Although a TOR teacher may be assigned responsibilities for extra-curricular activities, the primary criterion for employment should be placed upon the potential effectiveness of the applicant as a TOR resource teacher.

3. Each principal should minimize the assignment of additional duties to the TOR resource teacher which could limit the time needed for follow-up contacts with students, teachers, deans, counselors, and parents.

4. The TOR teacher should be used neither to substitute in classrooms nor to fill other vacancies in the school.

5. The TOR teacher should have the freedom to conduct his/her room as the regular teacher does.

6. The TOR teacher's schedule should be similar to a regular classroom teacher's schedule with time for lunch, conferences and planning.

7. After consultation with deans to establish a procedure for handling overflow students, the TOR teacher should be delegated the responsibility for determining the number of students permitted in the room at a given time.

8. The deans should request the TOR resource teacher's assistance when determining the length of stay for students sent for more than one period.

9. The TOR teacher should work with students to develop a plan to return to their normal classes as soon as possible after a minimum stay of one class period.

10. Each high school should develop a cadre of community volunteers and/or paraprofessional personnel to help troubled students in the TOR and to periodically relieve the TOR resource teacher for conferences and counseling.

11. The Time-Out Room in each school should:

    a. Be in a well lighted and ventilated room in which a minimum of twelve people can be confortably positioned.
    b. Be situated near the deans' offices.
    c. Have tables, chairs, study carrels and appropriate resource materials.
    d. Have a telephone for direct, urgent, and essential communication with deans, administrators, counselors and parents.

COUNTY-WIDE RECOMMENDATIONS FOR MORE EFFECTIVE USE OF TIME-OUT ROOMS

A. The following guidelines are being proposed to establish uniform county procedures in using the TOR for preventing and resolving behavior problems while minimizing the use of suspensions.

1. In the absence of a crisis, alternatives to suspension, such as, the Time-Out Room, should receive first priority in responding to inappropriate student behavior.

2. Students, who repeat inappropriate behavior, should be referred to the Pupil Services Team for intervention procedures in addition to the Time-Out Room. Suspension from school should be reserved for seriously disruptive behavior rather than as a response to cumulative minor offenses.

3. Each school administrator should consistently implement a basic TOR guideline which provides that academic work completed in the TOR is accepted for credit without prejudice.

4. The school system's Executive Team should recommend the discontinuation of in-school suspensions as practiced in several high schools in which the students are asked to attend all classes and get no credit for work that they do.

B. The following processes are recommended for improved program implementation.

1. The Assistant Superintendent for Student Services, the Administrative Assistant to the Deputy Superintendent and the Director of Administrative Services should conduct meetings with deans to formulate consistent approaches in dealing with behavioral problems of students.

2. The Assistant Superintendent for Student Services should plan meetings with deans and other school administrators to explain the Positive Alternatives to Student Suspensions program, the operation of the TOR, and strategies for developing a team approach to providing services.

REVIEW MATERIALS SUBMITTED TO:
OE DISSEMINATION REVIEW PANEL

PROGRAM AREA: Pupil Personnel Services

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PROJECT TITLE: Pupil Personnel Services Demonstration Project

LOCATION: Pinellas County Schools
All Children's Hospital
801 6th Street South
St. Petersburg, Florida 33701

SUBMITTED BY: Dr. Ralph E. Bailey
Project Director

SOURCE AND LEVEL OF FUNDING:

State Department of Education, ESEA, Title III funds:

| | | |
|---|---|---|
| Initial Grant Funding: | 7/1/71-6/30/72 | $166,508.86 |
| First Continuation Grant: | 7/1/72-6/30/73 | $176,448.00 |
| Second Continuation Grant: | 7/1/73-7/31/74 | $220,864.00 |

PROGRAM START DATE: July 1, 1971

BRIEF DESCRIPTION OF PROJECT:

Goals and Objectives:

The project consists of three separate but interrelated components for which goals and objectives are being stated: Child Study Center; Developmental Play Program; and Positive Alternatives to Student Suspensions.

The purpose of the CHILD STUDY CENTER (CSC) is to provide the diagnostic, prescriptive and consultative intervention necessary to assist referred students with serious learning problems experience success in school. The learner objectives for children following 6 months intervention from the Child Study Center are:

1. Participating children will evidence significant improvement in cognitive development. Criterion will be a statistically significant ($p < .05$) difference between pre- and post-tests, in favor of the post-test performance on specified sub-tests of the Wechsler Intelligence Scale for Children (WISC).

2. Participating children will evidence significant improvement in learning aptitude. Criterion will be a statistically significant ($p < .05$) difference between pre- and post-test means in favor of the post-test mean on specified sub-tests of the Detroit Tests of Learning Aptitude (DTLA).

3. Participating children will evidence significant improvement in oral reading achievement. Criterion will be a statistically significant ($p < .05$) difference between pre- and post-test means in favor of the post-test mean on the Comprehensive sub-test of the Gilmore Oral Reading Test.

4. Participating children will maintain or improve their mental and physical health functioning as evidenced by teacher and parent ratings based on observations. Criterion will be that 70% of the responses to items on relevant sub-scales of the Teacher Rating Scale and Parent Rating Scale will indicate that CSC participants will have been rated as either maintaining or increasing their frequency of appropriate behavior.

The purpose of the DEVELOPMENTAL PLAY (DP) PROGRAM is to implement an activity-based intervention program for first grade children with school problems to stimulate increased cognitive functioning. The major objective for the DP component follows:

5. By May of 1974, first grade children who have participated in Developmental Play activities for approximately 5 months will exhibit significant improvement in cognitive functioning as determined by a comparison of score gains made by the participants with the gains of a comparable control group over the same period of time. Criterion will be a statistically significant ($p < .05$) difference between the gains made by each group on the Performance Scale of the Wechsler Intelligence Scale for Children (WISC). In addition, children who had participated prior to the '73-'74 school year, for which no control group was available, will exhibit significant improvement in cognitive functioning as measured by a comparison of the mean difference between pre- and post-tests on the Full Scale and Performance Scale of the WISC. Criterion for this sub-objective will be a statistically significant ($p < .05$) difference in favor of the post-test mean score on both the Performance and Full Scales of the WISC.

The purpose of the POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS) program is to provide a sequence of intervention strategies designed to prevent and/or minimize the frequency of non-productive social behavioral acts of secondary school students in participating schools. The major objective of the PASS program is:

6. By April of 1974, students in Positive Alternatives to Student Suspensions schools will exhibit significantly fewer suspensions, proportionally, than will students in comparable control schools. Criterion will be a statistically significant ($p < .05$) difference in the number of students suspended, with the PASS schools having the fewest suspensions. Also, by April of 1974, students in PASS schools will exhibit significantly fewer suspensions, proportionally, during the two years of the PASS program (1972-73, 1973-74) than students in target schools experienced during the base year 1971-72. Criterion will be a statistically significant ($p < .05$) difference in the number of students suspended.

Context (community, school, student characteristics):

The Pinellas County School System serves the entire geographic area of Pinellas County, Florida with a 1970 population of 522,325 and projected 1980 population of 635,000. This project is targeted for students attending schools in lower Pinellas County, which is 100% urban. Approximately 90,000 persons (including 15,000 students) live in this dense target area of Pinellas County which has the highest population density of any county in Florida.

The school system had sound financial and community support from the late 1950's through the early 1960's and students were the recipients of expanding programs and services for enhancing their growth and development. However, in the middle 60's financial resources were leveling off while student enrollments and student needs continued to increase. This was reflected in declines in standardized achievement scores which continued from the middle 60's into the early 70's. Pinellas County came under a court order to desegregate schools which was implemented in stages beginning slowly (in one direction only) during the 1966-67 school year and evolved to complete desegregation in 1971-72 with a court-ordered

provision that no more than 30% of a school's enrollment would be represented by the minority racial group. It was the critical year of 1971-72, when cross-bussing became forced, that the Pupil Personnel Services Demonstration Project became an operational program.

Program Description:

Child Study Center: During the past three years, the Child Study Center has developed an interdisciplinary intervention program focusing on the whole child in a single referral setting. CSC embraces the disciplines of education, psychology, social work, and speech pathology with consultation from medical and other community professionals.

The beneficiaries of services are children with multiple learning problems whose needs have not been effectively met by existing services in the 20 participating elementary and junior high schools. Thus, in addition to experiencing academic difficulties, referred children frequently are reported to be exhibiting problems such as: inappropriate behavior, symptoms of physical functioning difficulties, problems in language reception and expression, and relationship problems with others. During 1973-74, approximately 140 children in grades K-8 participated directly in Child Study Center activities.

Additional beneficiaries of services are the parents, teachers and other school personnel who participate in providing assistance for the referred children. The CSC program implements a comprehensive team approach for resolving learner needs not only through direct contacts with the learner but also through consultative relationships with the significant others in the systems within which a child must function.

An average of 34 hours of services is provided for each referred child. Most of the direct contacts with the child and many of the consultative services with parents and school personnel are conducted at the Center. Observations, conferences and follow-up activities are frequently scheduled in the child's school setting.

Major activities of the Center include: conducting an indepth, interdisciplinary study of each participating child; developing composite diagnoses and prescriptions for establishing remedial plans; providing short-term diagnostic treatment for determining the validity of diagnostic and prescriptive reports; and conducting activities to facilitate adequate implementation of prescribed treatment plans. The exchange of information and the active cooperation among CSC, school, home and community resources is the key to providing services which help referred children overcome learning problems and experience new successes.

Developmental Play: During the past three years the Developmental Play (DP) program has been implemented on a pilot basis as an alternative solution for assisting primary grade children with learning problems. More than 50 children (predominantly 1st graders) have benefited from direct services of the DP program. Other beneficiaries are the adult role models (college students, pupil services workers, teachers and paraprofessionals) who participate in intensive experiential learning activities in understanding child

development and behavior. Thus, a spin-off effect has been purposely planned in order that participating adults will be able to generalize their acquired knowledge and skills in relating more effectively with other children.

The Developmental Play Program is scheduled for a minimum of 5 months, one day a week (one hour for the child and an additional hour for the adults). The groups are usually held in an available room in the school at which the participating students attend. During 1973-74, target schools were used with each school having an experimental group and a control group.

The weekly play sessions are divided into three parts: (1) individual child-adult play, (2) circle time for group activities and (3) eating time for sharing food and conversation among the total group.

Supervision is necessary for participating adults for teaching concepts and skills and for planning activities. The supervisory session follows the play session to provide feedback to participating adults and to help them analyze their experiences with the children.

The DP program has been established on the rationale that cognitive functioning and expressive communication in young children can be enhanced through play experiences with persons who become important to the child. Children are helped to be spontaneous and creative and free from worries of failure through family-type play experiences in a group of 6 to 8 children and 6 to 8 adults with each adult being assigned a specified child. Although the focus is on play and not school work, it is a highly structured program where persons (first child to adult and then child to child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and to express their feelings. When successfully implemented the DP program creates an atmosphere of a large family whose members experience warmth, caring and openness with each other.

Positive Alternatives to Student Suspensions: The PASS program was piloted for two years in three secondary schools and is now being implemented fully in five schools and partially in another seven schools.

The major activities of the PASS program include: having a social worker and school psychologist provide individual and group consultation sessions which assist school faculties develop techniques for interacting effectively with teen-age students; assisting parents in developing communication and problem-solving skills which lead to improved family relationships; establishing "Time-Out-Rooms" managed by a teacher or para-professional who receive supervision and training from the psychologist and social worker; providing counseling for students experiencing serious or recurring interpersonal confrontations and counseling for their parents.

Approximately 60% of the students participating in PASS programs are involved with preventive group programs either in activities in their classroom or in special developmental group counseling activities. An estimated 40% of the approximately 2000 students served during 73-74 have benefited from the availability of a Time-Out-Room and

Time-Out-Room worker. The preventive/developmental programs serve a cross-section of junior and senior high school students, grades 7-12 and ages 11-19. The Time-Out-Room serves the same grade span, but the students going to the Time-Out-Room have been those experiencing stress in their relationships at home or at school. Also, many of the students seen in the Time-Out-Room and for follow-up counseling have been experiencing academic difficulties.

Other than family and parent counseling which is sometimes scheduled in a student's home, most activities are at the school site either in the Time-Out-Room, counseling office area, or in the classroom. The Time-Out-Room is open daily; however, students participation is varied with an average of approximately 4 hours per student. The psychologist and social worker spend a minimum of one full day weekly at each target school.

COSTS:

| | Costs | | |
|---|---|---|---|
| Components | Annual Operational | Per learner monthly Operational | Per learner Start-up |
| Child Study Center | $65,064 | $42.21 | $68.57 |
| Developmental Play | $ 5,382 | $21.50 | $71.70 |
| PASS | $33,197 | $ 1.64 | $ 1.18 |

The annual operational costs represent maintenance costs to the adopter and do not include the developmental costs necessary to produce, evaluate, audit and validate the demonstration project.

In determining the estimated start-up costs for another district an assumption was made that the local school district would be able to provide some administrative and supervisory leadership from persons fully compensate by the local district. Also, it was assumed that basic equipment (e.g. film projector) and basic textbooks and resource materials would be available. It was further assumed that a room would be available in the schools for the Developmental Play and PASS programs. The per learner start-up costs are one time expenses and were computed on the projected number of participants for the first year only. Thus, if an adopter were to implemen a program for 3 years the per learner start-up costs would be 1/3 the costs reported.

Operational costs for the adopter will vary dependent upon existing human and material resources which are available to the district for reallocation The potential adopter is encouraged to think of these validated pupil services delivery systems as alternative approaches to traditional programs rather than as add-on programs. In this way, increases in operational cost may be minimized. A cost estimation worksheet is available from the projec to assist potential adopters determine approximate adopter costs.

EVIDENCE OF EFFECTIVENESS:

Child Study Center: The success/effectiveness of the Child Study Center has been documented by quantitative statistical procedures implemented in evaluating Objectives #1, 2, 3 and 4.

Not all children referred to CSC were included in the evaluation design. Those excluded were children referred too late to have post-test data collected, or who left the target area before post-testing. Also, the number of participants involved in the evaluation varied for Objectives #2 and 3, depending on the number initially scoring significantly below average on pre-tests.

The basic evaluation design for Objectives #1, 2 and 3 consisted of pre- and post-test measures with three of the tests used as part of the diagnostic study (Wechsler Intelligence Scale for Children, Detroit Test of Learning Aptitude and Gilmore Oral Reading Test). Adequate documentation is available to support the validity and reliability of these instruments. Since there was no "control" group available against which score gains could be tested for significance, comparisons were made against test norms. Based on the low pre-test scores received by referred children, it was observed that they had been maintaining below average progress.

Standard scale scores (corrected for age at time of testing) were available for the WISC sub-tests (Objective #1) and were used to determine if significant gains were obtained. In Objectives #2 and 3, the DTLA and Gilmore sub-tests yielded age and grade-equivalent scores. Since maturation or normal achievement gains would be expected in the referred children without intervention, it was decided to test for the significance of score gains by requiring them to be statistically significantly greater than the number of grade/age units which had elapsed between pre- and post-testing. Thus, the objective criterion required the gains to be significantly greater than the gains made by average children.

For Objective #4, the locally developed Teacher Rating Scale (TRS) and Parent Rating Scale (PRS) were used to obtain pre-post behavioral indices. The pre-rating scales were sent to the teacher and parent at the time of a child's referral, and again approximately five months later. The validity of both the TRS and PRS is content in nature. The instruments were developed by the Child Study Center. All items are criterion referenced in the sense that they are descriptions of behaviors whose frequency is easily observable. Using Cronbach's Alpha, internal reliability estimates for the TRS and PRS are .91 and .84, respectively.

The findings for Objectives #1, 2, 3 and 4 follow:

1. Objective #1 - The mean gain scores between pre- and post-tests on 5 sub-scales of the Wechsler Intelligence Scale for Children were analyzed using a paired difference t-test of significance. The gains made on all 5 sub-tests studied were statistically significant at or below the .05 criterion level specified. See Table 1. These findings are educationally significant because the gains were made in important areas of cognitive development as measured by an instrument with high predictive validity for achievement in school.

2. Objective #2 - The mean gain scores between pre- and post-tests of 4 sub-tests of the Detroit Tests of Learning Aptitude were analyzed using a paired difference t-test of significance. The gains made on 3 of the 4 sub-tests were significant at or beyond the .05 criterion level specified. One sub-test failed to reach significance by .04 of a point. See Table 2. Since the score gains occurred in essential areas important to academic success, as measured by a valid and reliable instrument, these findings have important educational significance.

3. Objective #3 - The mean gain scores between pre- and post-tests of the Comprehension sub-test of the Gilmore Oral Reading Tests were analyzed using a paired difference t-test of significance. The gains were significant beyond the .05 criterion level specified. See Table 3. Since reading skills are fundamental for success in school the educational significance of this finding is evident.

4. Objective #4 - The pre- and post-ratings for subjects on each item of the Teacher Rating Scale (TRS) and Parent Rating Scale (PRS) were analyzed in order to determine the percentage of responses within each sub-test indicated maintenance or improvement of a given behavior. Since a criterion reference of 70% was established for objective attainment, statistical significance is not applicable. The TRS results exceeded the criterion level on all 5 sub-scale areas. See Table 4a. The PRS results exceeded the criterion level on both sub-scale areas. See Table 4b. These results are evidence that participants have maintained or improved their mental and physical functioning. The educational significance is that as a child exhibits behaviors indicative of improved mental and physical functioning, he more optimally benefits from learning experiences.

Developmental Play: The success/effectiveness of the Developmental Play program has been documented by quantitative statistical procedures implemented in evaluating Objective #5.

During the 1973-74 school year, a pre-test/treatment/post-test design with randomly assigned experimental and control groups was used. Prior to random assignment, students were identified for eligibility by scores of "C" or below on the Metropolitan Readiness Test and "D" or below on the Draw-A-Man sub-test.

Pre-tests were administered before treatment and post-tests approximately 5 months later using the Performance Scale of the WISC. The observed post-test means between experimental and control groups were compared by an analysis of covariance using the pre-tests as the covariate to test for significant differences between groups. The experimental group scores were statistically significantly higher ($p < .05$) on the Performance Scale of the WISC. See Table 5a.

A separate analysis was carried out for DP participants from 1971-73. A straight pre-test/treatment/post-test design was used for this group. Since standard scores based on age level functioning were used, no correcti for maturation was necessary. A paired difference t-test was used to compare pre-test and post-test scores of DP participants from 1971-73 durin which years no control group had been selected. The post-test scores were statistically significantly higher ($p < .001$) on both the Performance Scale and Full Scale of the WISC. See Table 5b.

In addition, in June, 1973, a 1 year follow-up was conducted on DP participants who received treatment during the 1971-72 year. A pre-test/treatment/post-test/no treatment/second post-test design was used, with comparisons made between the pre-test and second post-test approximately 1½ years later. Using a paired difference t-test, it was found that the second post-test scores on the Full Scale of the WISC were statistically significantly higher (p .01) than the pre-test scores. See Table 5c. Thus, the gains in cognitive development were more than temporal changes.

Educationally, these findings provide significant implications for an alternative strategy to stimulate cognitive development in first-grade children with potential learning and social/emotional problems. A successfu early intervention strategy can effect significant changes in a child's educational career.

Positive Alternatives to Student Suspension: The success/effectiveness of the PASS component has been documented by quantitative statistical procedure implemented in evaluating Objective #6. The evaluation design involved a survey of the three PASS schools and three comparison schools (selected by geographical proximity to PASS schools) to determine if the proportion of suspensions between PASS and non-PASS schools were statistically significant different. The survey was based on school system records of reported suspensions. A binomial test for differences in proportionality was applied to test for statistical significance of observed differences in proportions of suspensions.

The findings presented in Tables 6a and 6b demonstrate that PASS schools had significantly fewer suspensions than their comparison schools during both years in which the PASS program has been operating. In the target high school a statistically significant reduction in suspensions occurred when comparing either the 1972-73 results or the 1973-74 results with the base year 1971-72. This data obtains additional significance when observing that the comparison high schools reported gains in suspensions for both 1972-73 and 1973-74 when compared to the base year of 1971-72.

An increase in suspensions for the combined target junior high schools was reported for 1972-73 when compared with the base year 1971-72. However, this increase was significantly less than the increase occurring in the comparison junior high schools. In addition, a statistically significant reduction in suspensions was reported for the target junior high schools for 1973-74 when compared to the base year 1971-72.

EVALUATION CONSIDERATIONS AND RESOURCES:

Although the nature of the project has precluded more rigorous designs, randomly assigned control groups were used when possible. With the exceptic of Objective #5 the unavailability of control groups has limited internal validity and non-random assignment has reduced the generalizability of findings; however, it is felt that necessary precautions have been taken in forming the conclusions of this project evaluation.

The projector evaluator, who completed the analysis of all data, is Jeffrey Moore, doctoral candidate in the University of South Florida's Educational Research Program. The development of evaluation designs and the selection appropriate statistical techniques were done with consultation from the professional staff of the USF Educational Research Department, Dr. Joe Mazu Department Head.

Table 1 - Mean gain scores between pre- and post-tests of sub-scales of the Wechsler Intelligence Scale for Children using data from 1971-74.

| WISC Sub-tests | N | Mean Difference (scale score) | Variance of the mean difference | Hypothesized Difference | t-value |
|---|---|---|---|---|---|
| Arithmetic | 65 | .62 | 2.40 | -0- | 3.20 ** |
| Digit Span | 61[1] | .46 | 2.25 | -0- | 2.39 * |
| Picture Comp. | 41 | .83 | 4.80 | -0- | 2.42 ** |
| Picture Arr. | 61 | 1.05 | 3.51 | -0- | 4.37 ** |
| Coding | 66 | 1.45 | 4.01 | -0- | 5.90 ** |

Table 2 - Mean gain scores between pre- and post-tests of sub-tests of the Detroit Tests of Learning Aptitude using data from 1971-74.

| Detroit Sub-tests | N | Mean Difference (in months) | Variance of the Mean Differ. | Hypothesized Difference[2] (in mos.) | t-value |
|---|---|---|---|---|---|
| Aud. Unre. Words | 52 | 16.63 | 452.08 | 5.27 | 3.85** |
| Aud. Rel. Syll. | 53 | 12.83 | 172.22 | 5.26 | 4.20** |
| Vis. Att. Letters | 29[1] | 9.38 | 180.32 | 5.24 | 1.66n.s. |
| Oral Dir. | 45 | 10.56 | 275.93 | 5.18 | 2.17* |

Table 3 - Mean gain score between pre- and post-tests of sub-tests of the Gilmore Oral Reading Test. Using data from 1971-74.

| Sub-test | N | Mean Difference (tenths of gr.) | Variance of Mean Differ. | Hypothesized Difference (tenths of gr.) | t-value |
|---|---|---|---|---|---|
| Comprehension | 40 | .94 | 1.45 | .53 | 2.19 * |

Table 4a - Results of Analysis of pre- and post ratings on the Teacher Rating Scale (TRS).

| TRS Sub-scales | Percentage reported as having maintained or improved behavior |
|---|---|
| General Academic | 75.2% |
| Specific Academic | 72.9% |
| Mental Health | 71.9% |
| Physical | 70.5% |
| Social | 74.7% |



Table 4b - Results of analysis of pre- and post ratings on the Parent Rating Scale (PRS).

| PFS Sub-scales | Percentage reported as having maintained or improved behavior |
|---|---|
| Social/emotional | 86% |
| Physical | 96% |

Table 5a - Performance Scale Scores. First Grade DPT Treatment and Control Groups.

| Group | N | Pre-test Mean | (s.d.) | Post-test Mean | (s.d.) | Degree of Freedom | Obtained F-ratio |
|---|---|---|---|---|---|---|---|
| Control | 13 | 106.00 | (9.68) | 105.62 | (10.62) | 1 and 22 | 4.88 * |
| Treatment | 12 | 105.83 | (10.52) | 112.08 | ( 9.91) | | |

Table 5b - WISC Full Scale and Performance Scale scores for 1971-73 participants.

| WISC | Pre-test Mean | Post-test Mean | Difference | Obtained t-value | Degrees of Freedom | Required t-value (p=.05) |
|---|---|---|---|---|---|---|
| Full Scale | 80.53 | 88.82 | 8.29 | 6.00** | 16 | 1.746 |
| Performance Scale | 80.94 | 91.18 | 10.24 | 5.99** | 16 | 1.746 |

Table 5c - Developmental Play Follow-up. Pre- and Post-Test II Data for WISC full-scale I.Q. scores.

| Group | N | Mean Score Pre-test | Mean Score Post-test II | Mean Differ. Betw. Pre- & Post-test II | t-ratio |
|---|---|---|---|---|---|
| 71-72 Participants retested '73 | 12 | 82.83 | 91.33 | 8.50 | 2.79** |

[1]Not given 1971-72 school year

[2]Calculated from average elapsed time between pre- and post-tests.

* $p < .05$ ** $p < .01$ n.s. not significant

Table 6a - Suspension Data for Pinellas County 1971-73.

| Group | Year | Enrollment | Number of Suspensions | Proportion of Suspensions Per 100 Students | Proportionality Change (z-scores) From 71-72 to 72-73 |
|---|---|---|---|---|---|
| Target High School | 71-72 | 2,301 | 662 | 28.77 | -6.07** |
| | 72-73 | 1,945 | 402 | 20.67 | |
| Comparison High Schools | 71-72 | 2,945 | 1,766 | 59.97 | +0.83n.s. |
| | 72-73 | 2,821 | 1,722 | 61.04 | |
| Target Jr. High Schools | 71-72 | 2,186 | 778 | 35.59 | .354n.s. |
| | 72-73 | 2,297 | 855 | 37.22 | |
| Comparison Jr. High Schools | 71-72 | 1,647 | 597 | 36.25 | +9.29** |
| | 72-73 | 1,869 | 969 | 51.85 | |
| Total System Secondary Schools | 71-72 | 41,129 | 11,050 | 26.87 | +7.02** |
| | 72-73 | 41,779 | 12,140 | 29.06 | |

* = $p < .05$
** = $p < .01$
n.s. = not significant in predicted direction

Table 6b - Suspension Data for Pinellas County 1971-72 and 1973-74.[1]

| Group | Year | Enrollment | Number of Suspensions | Proportion of Suspensions Per 100 Students | Proportionality Change (z-scores) From 71-72 to 73-74 |
|---|---|---|---|---|---|
| Target High School | 71-72 | 2,301 | 662 | 28.77 | -5.65** |
| | 73-74 | 2,521 | 547.2[1] | 21.70 | |
| Comparison High Schools(2) | 71-72 | 2,945 | 1,766 | 59.97 | +2.69** |
| | 73-74 | 4,452 | 2,808 | 63.07 | |
| Target Jr. High Schools | 71-72 | 2,186 | 778 | 35.59 | -6.08** |
| | 73-74 | 1,841 | 490.8 | 26.66 | |
| Comparison Jr. High Schools[2] | 71-72 | 1,647 | 597 | 36.25 | +2.31* |
| | 73-74 | 898 | 367.2 | 40.89 | |

[1] Data for '73-'74 has been adjusted by multiplying intermediate total (April, 1974) by 1.2 for end of year prediction.

[2] One of the comparison junior high schools was closed for the 1973-74 school year.